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Montana Graduate and Dropout Data Collection Handbook

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Montana Graduate and Dropout Data Collection Handbook

Graduates are the count of individuals who:

1) completed the high school graduation requirements of a school district, including early graduates, during the previous school year,

or

2) completed the high school graduation requirements of a school district at the end of summer prior to the current school year.

General Education Development Test (GED) recipients **are not** counted as graduates.

Dropouts are the count of individuals who:

1) were enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count,

or

2) were not enrolled at the beginning of the previous school year but were expected to enroll and did not re-enroll during the year ("no show") and were not enrolled on the date of the current school year October count,

and

3) have not graduated from high school or completed a state or district-approved high school educational program,

and

4) have not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

See the table on page 4 to determine if a student is or is not a dropout.

Definition developed as a cooperative effort between the National Center for Education Statistics and Montana school districts.

Consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

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For information about the Montana Graduate and Dropout Data Collection Handbook, please contact the Measurement and Accountability Unit at the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501, (406) 444-6774.

I. Purpose For Gathering Graduate and Dropout Data

1. **To provide information in order to analyze existing programs and target dropout prevention and intervention strategies.**

   Gathering graduate and dropout data and maintaining annual records provides longitudinal information on students which allows a district to observe its unique patterns of school dropouts. That information may assist schools to target prevention and intervention programs and policies that focus on local circumstances and address the problems at their roots, not just react to the symptoms.

   A school district might discover that its school dropouts are primarily students who work part-time, males in 10th grade, teen-age mothers, students who move often, female students with few credits, students with weak academic programs, children who moved in vulnerable middle school years, or some other factor. That information could help focus resources and impact the grade level and structure of counseling programs, academic area programs, alternative schools, and attendance or retention policies.

2. **To assist schools to meet accreditation standards for follow-up students of students no longer in attendance and new federal reporting requirements.**

   The Montana School Accreditation Standards (10.55.603, ARM) require schools to do follow-up studies of graduates and students no longer in attendance. The Record of School Leavers provides an information base for follow-up. If the Record of School Leavers is maintained for all grades, patterns of mobility (transferring) and dropping in and out may be observed over a period of time. In a larger district, the school records of students transferring within the district might be followed to observe the effectiveness of a specific curriculum area and to observe whether future performance in math, for instance, is similar for students who remain in the school or if it differs significantly.

   On January 8, 2002, President George Bush signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA), otherwise known as the No Child Left Behind Act of 2001 (NCLB), which increases accountability for student academic achievement for all public schools. The requirements of this law necessitate extensive data collection and reporting capabilities. Specifically, the Adequate Yearly Progress (AYP) provision of NCLB requires the collection and reporting of graduation rate data for all public high schools by gender, race/ethnicity, free/reduced price participation, special education eligibility, limited English proficient status, and migrant status.

3. **To provide reliable and comparable graduate and dropout data.**

   Reliable, comparable graduate and dropout data does not exist unless common data definitions and tracking, collection and reporting procedures are used. The definitions and methods provided in this handbook are consistent with the requirements of the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. Using these definitions and methods, the Office of Public Instruction is able to compare graduate and dropout data between years, schools, and disaggregations categories, as well as contribute to a national dropout statistic.

II. Montana Graduate and Dropout Data Glossary

Adequate Yearly Progress (AYP): an individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year.

Disaggregation: separate a whole into its parts. Dropout data is disaggregated by gender and race/ethnicity for grades 7 and 8. Dropout and graduate data is disaggregated by gender, race/ethnicity, free/reduced price participation, limited English proficiency status, special education eligibility status, and migrant status for grades 9 through 12.

Dropout: An individual who:

- was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, *or*
- was not enrolled at the beginning of the previous school year but was expected to enroll and did not re-enroll during the year ("no show") and was not enrolled on the date of the current school year October count, *and*
- has not graduated from high school or completed a state- or district-approved high school educational program, *and*
- has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

Dropout data is collected from all accredited schools with grades 7 through 12.

Dropout Rates: Dropout rates can be calculated and reported in three different ways:

- event rates (snapshot of those who drop out in a single year),
- status rates (proportion of population who have not completed school and are not enrolled), and
- cohort rates (a more comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group).

The collection method used in this handbook is an event rate adapted from the NCES at the U.S. Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting. Dropout rates using this method are calculated by dividing the number of dropouts as defined above by the October enrollment total. Disaggregated rates can be obtained using this method to determine if some groups of students are more likely to drop out.

Early Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary level school in seven semesters or less.

Enrollment Count: Count of all students on current roll as of the first Monday in October. A student cannot be counted as enrolled if absent for more than 10 consecutive days and the student has not returned to school.

Expulsion: Disciplinary action by the board of trustees removing a student from a school program. Expulsion is available only to the board of trustees.

Free/Reduced Price Participation: A student eligible to participate for the Free/Reduced Lunch Program under the National School Lunch Act.

Gender: An individual's gender, male (M) or female (F).

General Education Development (GED): A high school equivalency certificate granted to individuals who have not completed a formal high school education but have achieved satisfactory scores on a comprehensive test that appraises educational development.

Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary level school. This does not include other completers, high school equivalency (GED) recipients, or other certificate recipients. For purposes of AYP determinations, graduate data is collected by whether an individual graduated from high school in the "standard number of years" (see definition).

Graduation Rate: Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate calculated by the method recommended by the National Center for Education Statistics (NCES). Graduation rate is the required, additional indicator for public high schools in AYP determinations. Montana's graduation rate is calculated using the following formula:

$$\text{Graduation Rate} = g_t / (c_t + g_t + d^{12}{}_t + d^{11}{}_{(t-1)} + d^{10}{}_{(t-2)} + d^{9}{}_{(t-3)})$$

Where:

g= number of graduates receiving a standard high school diploma in four years or less (from the time enrolled in 9th grade) or had an IEP allowing more than four years to graduate

c= number of graduates receiving a standard high school diploma in more than four years (from the time enrolled in 9th grade) and did not have an IEP

t= year of graduation

d= dropouts

12, 11, 10, 9 = class level

Individualized Education Program (IEP): The written instructional plan for students with disabilities designated as special education students under the Individuals with Disabilities Act (IDEA-Part B) which includes:

- statement of present levels of educational performance of a child;
- statement of annual goals, including short-term instructional objectives;
- statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs;
- projected date for initiation and anticipated duration of services; and
- appropriate objectives, criteria and evaluation procedures; and
- schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Limited English Proficient (LEP): A student that:

- was born outside of the United States and their native language is other than English; or
- comes from environments where the language is predominantly non-English; or
- American Indians and Alaska Natives whose level of English language proficiency may have been affected by a non-English environment resulting in difficulty speaking, reading, writing, or understanding the English language. These individuals may have been denied the opportunity to learn successfully in classrooms of English language instruction or to participate fully in our society.

Migrant: A student (as defined under 34 CFR 200.40) that:

- is younger than 22 years and has not graduated from high school or does not hold a high school equivalency certificate; and
- is a migrant agricultural worker or migrant fisher or has a parent, spouse or guardian who is a migrant agricultural worker or a migrant fisher; and
- performs, or has a parent, spouse, or guardian who performs agricultural or fishing employment as a principal means of livelihood; and
- has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain temporary or seasonal employment in agricultural or fishing work; and
- has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (applies only to Alaska).

Race/Ethnicity: The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies.

American Indian/Alaskan Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

Asian—A person having origins of any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents. This area includes, for example, China, India, Japan, and Korea.

Black or African American (not Hispanic)— A person having origins in any of the black racial groups of Africa.

Hispanic or Latino—A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Native Hawaiian or Pacific Islander—A person having origins in any of the original peoples of Hawaii or the Pacific Islands. This area includes, for example, Guam, the Philippine Islands, Samoa and Tahiti.

White, Non-Hispanic—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Suspension: Disciplinary action by a teacher, superintendent or principal, removing a student from a school program.

Special Education Eligible: A student having an Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA-Part B).

Standard Number of Years Graduate: an individual completing a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or with an Individualized Education Program (IEP) allowing for more than four years to graduate.

Student: Individual for whom instruction is provided in an elementary or secondary education program (not an adult education program) that is under the jurisdiction of a school or other education institution.

Transfer: A student who exits from one educational institution to enroll in another.

Vocational Education Concentrator: A student who will have received at least three units of vocational course credit during a high school career. These credits may be earned in multiple vocational program areas. To assign the student to a vocational education program area, code the student in the area where the majority of a vocational credit is given. If a student does not have 50 percent or more of credit in a single program area, they may be coded as a blend. (A unit of credit is two semesters of study.)

Vocational Education Program Area Codes:

01—Agricultural Education	20—Family & Consumer Sciences Education
07—Business Education	21—Technology Education/Industrial Arts
08—Marketing Education	40—Trade & Industrial Education
17—Health Occupations	60—Blend

III. Collecting High School Graduate Data

Graduate data is collected for all high schools serving the 12th grade for those students who completed the graduation requirements of the district during the previous school year, including the previous year's early graduates. The data for those who graduate during the current school year will be collected next year. Please note that GED recipients ***are not*** counted as high school graduates.

Prior to the 2003-04 school year, graduate data was reported to the Office of Public Instruction through the Montana Automated Education Finance and Information Reporting System (MAEFAIRS) data collection. However, since the requirements of NCLB require that public high schools disaggregate this data not only by gender and racial/ethnicity, but also by free/reduced price participation, limited English proficiency status, migrant status, and special education eligibility, this data is now collected through the Annual Data Collection (ADC). Please refer to the glossary for definitions on these disaggregations.

> **Note:** For funding purposes, current year *"early graduate"* data will still be collected through the MAEFAIRS Spring Data Collection, as well as in next years' ADC graduate collection.

Categorizing "On Time" Status of Graduates

Graduate data is used in conjunction with dropout data to calculate graduation rates for public high schools (see glossary for Montana's U.S. Department of Education-approved high school graduation rate formula), a required component of the Adequate Yearly Progress provision of NCLB. NCLB defines graduation rate as "the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma in the standard number of years". Therefore, graduate data must also be disaggregated by whether or not students graduated "in the standard number of years," i.e., "on time."

Graduating in the standard number of years is defined as an individual completing a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or with an Individualized Education Program (IEP) allowing for more than four years to graduate. The following situations have been provided to assist with categorizing the "on time" status of graduates.

Graduated from High School in the Standard Number of Years:

- Student graduates from high school four years from the time enrolled in 9th grade.
- Student is an "early graduate" by completing district's graduation requirements in seven semesters or less.
- Student graduates from high school after more than four years from the time enrolled in 9th grade, as per IEP.
- Student, who entered 9th grade four years earlier, does not have enough credits to graduate in May of previous year, but receives diploma after summer session prior to the current school year.

Graduated from High School in More Than the Standard Number of Years:

- Student without an IEP graduates from high school in more than four years from the time enrolled in the 9th grade.

Reporting Graduate Data to the OPI

Graduate data for the previous school year must be reported to the Office of Public Instruction each fall during the Annual Data Collection. This can be done either electronically via the Annual Data Collection Software, located on the Web Site http://www.opi.state.mt.us/adc/ or on the appropriate paper form located both on the Annual Data Collection (ADC) Web Site and on pages 14-17 of this handbook. Please refer to the *ADC Software User Manual for Electronic Filers* for assistance with electronic data submittal or the section of this handbook titled *"Filling Out the Paper Forms"* for help in completing the paper forms.

IV. Collecting Dropout Data

A "snapshot" of school enrollment and dropouts is collected from schools on the first non-holiday Monday in October. Dropout data is collected for all schools serving grades 7 through 12 for students meeting the definition of a dropout during the previous school year. The data for those who drop out during the current school year will be collected next year.

> **Example:** On October 10, 2003, School District X reported as 2002-03 dropouts all students who fit the dropout definitions, and were not enrolled in school on October 6, 2003.

Dropout data is disaggregated by gender and race/ethnicity for grades 7 and 8. However, as with graduate data, the requirements of NCLB require that public high schools disaggregate dropout data not only by gender and race/ethnicity, but also by free/reduced price participation, limited English proficiency status, migrant status, and special education eligibility. Please refer to the glossary for definitions on these disaggregations.

Tracking School Leavers

Maintaining an annual list of all students who were enrolled, but subsequently left the school, will provide the records needed to determine and report dropouts. The Office of Public Instruction has developed the Record of School Leavers form to assist schools in tracking students that have left school. A coded system on the back of this form provides a guide to keep track of reasons students leave school and whether or not they are dropouts. A blank copy of this form is provided in the forms section of this handbook or can be downloaded from the Annual Data Collection Web Site at http://www.opi.state.mt.us/adc/. A sample form of Record of School Leavers is shown in Illustration 1 and indicates data items for each school leaver.

ustration 1- Record of School Leavers

Student Name	Student ID	Date Last in School	Grade Not Attending	Gender	Race/ Ethnic	Voc. Ed. Concent	IEP (Y/N)	LEP (Y/N)	Free/Reduced (Y/N)	Migrant (Y/N)	Reason for Leaving	Fall "No Show"	Dropout (Y/N)	Remarks

The information on the Record of School Leavers includes:

- student name and ID number (if a district uses one) allow records to be matched and duplicates or re-enrollments to be eliminated;
- date last in school (helps keep track of time of year students drop in and out during the year) and grade not attending;
- gender, race/ethnicity, IEP, limited English proficiency status, free/reduced price participation status, and migrant status;
- the reason for leaving (codes listed on back of form);
- vocational education concentrator is a student who, upon graduation, will have received at least three units of credit in a single vocational program or in a blend (combination of vocational courses in two or more program areas). A unit is two semesters of study;
- checking fall "no shows" (as of October dropout count);
- dropout "Yes" or "No" allows for a documented record of dropout status determinations for reporting and record keeping over the years (see subsequent section for help in determining dropouts); and
- remarks allow for reference to documents, files, or records that may need to be accessed to determine the leaver status, or may be used to record subsequent re-entry or additional exits that year.

The information obtained in these records allows districts to answer a variety of questions, including whether males and females or different racial groups drop out at different grade levels. Although reasons for leaving are not currently collected at the state level, this information can be useful to schools in development of dropout prevention and intervention strategies.

Fall No Shows

Fall "no shows" are individuals who completed the previous school year but who are not enrolled as of the current school year October enrollment count date. "No show" students are dropouts for the grade and school year for which he or she fails to report.

The names of the "no shows" are recorded on the Record of School Leavers at the time of the October enrollment count and remain on the list for the year. Fall "no shows" that re-enroll sometime during the year are not considered dropouts and should be crossed out on the Record of School Leavers form. Fall "no shows" that do not re-enroll during the year are considered dropouts and must be reported to the OPI during the subsequent October Annual Data Collection.

Determining Dropouts

The following summary provides a table of situations with indications as to whether or not the individual is considered a dropout.

A student who: Is a dropout?

1. Graduated ..... No
2. Left school after reaching the age up to which the district provides free public education; may have received a certificate but not a diploma (i.e., certificate of attendance) ..... Yes
3. Was in membership only during the summer between school years (not in regular school membership) ..... No
4. Died ..... No
5. Left school and education status is now unknown, but has no record of graduation, completion of approved program, or death ..... Yes
6. Moved out of district, out of state, or out of the United States and is not known to be in school ..... Yes
7. Transferred to, and is in membership in:
   a. Another public school in the district or a public school system, in or out of state ..... No
   b. Private elementary or secondary school, in or out of state. ..... No
   c. Home school that is registered with the county superintendent ..... No
   d. State-funded schools (e.g., Pine Hills, School for the Deaf and the Blind) ..... No
   e. Early college (baccalaureate credit) admissions before receiving high school diploma ..... No
   f. Adult education program in a postsecondary school that is not a formal high school program ..... Yes
8. Completed education program formally recognized by school authorities for students who had not yet met graduation or school completion requirements (i.e., completed a formal high school program resulting in GED or completed IEP requirements) ..... No
9. Is in an institution that is not primarily providing a formal high school education program (Army, Treasure State Correctional Training Center, vocational school) and is not considered a state funded school ..... Yes
10. Is in a district and not in school:
    a. Not yet in membership but family has indicated late enrollment (e.g., seasonal work demands) ..... No
    b. Temporarily absent (beyond 10 days) because of illness:
       i. Verified by the school as a legitimate absence ..... No
       ii. Not verified as a legitimate absence ..... Yes
    c. Long-term because of illness and not receiving educational services (e.g., severe physical or emotional illness, treatment center with no education program) ..... No
    d. Absent because of disciplinary action:
       i. Suspended or expelled with option to return and suspension or expulsion period not yet over ..... No
       ii. Exceeded district attendance policy for obtaining credit (e.g., 14-day rule, 10-day rule) and not attending during period of no credit ..... Yes
       iii. Suspended or expelled and period has expired; student has not returned ..... Yes
       iv. Expelled; no option to return and not in another school ..... Yes
       v. Expelled; transferred to and in membership in another school or district ..... No
11. In alternative education setting (e.g., hospital/homebound instruction, special education residential, correctional institution; community or technical college):
    a. Program administered by agency considered a regular school program or extension of a regular school district program ..... No
    b. Program is off-campus offering of regular school district ..... No
    c. Program not approved or administered by district; classified as adult education ..... Yes

Compiling Dropout Data

Maintaining the Record of School Leavers is an ongoing task, but it does provide the information base to complete a school's dropout reporting. Before compiling the dropout totals:

- eliminate any duplicates (students who may have dropped out, re-enrolled, and dropped out again in one year);
- verify that all students enrolled at some time during the previous school year are accounted for, either as graduate, transfer, dropout, etc., and that all students classified as a dropout on the Record of School Leavers form meet the definition of a dropout, as defined in the glossary;
- determine the correct dropout grade for students who dropped out over the summer (the grade for which they did not enroll in the fall); and
- count the numbers of dropouts indicated on the record for each grade, gender, race/ethnicity, and disaggregation category (free/reduced price participation, limited English proficiency status, migrant status, and special education eligibility).

Example of Recording and Compiling School Leaver Data

- Lauri Smith completed 9th grade in the 2001-02 school year. She was expected to enroll in the 10th grade for the 2002-03 school year. By the October 2002 enrollment count, she hadn't enrolled and was a "no show". However, in September of the 2003-04 school year, she re-enrolled and was enrolled at the time of the October 2003 enrollment count. Lauri will not be reported as a 2002-03 dropout.
- Michael Allison, a white male, was a 10th grade completer who became an 11th grade "no show" in October 2002, and did not re-enroll during the year nor in the fall of 2003. Michael will be reported as a 2002-03 11th grade, white male dropout.
- Alex Fable, an 8th grader, did not enroll for the 9th grade and is not 16 years old. His mother reported to the county superintendent that she is operating a home school, which is officially recognized by state statute. Alex will not be counted as a dropout.
- June Fox, a white female 9th grader, entered a drug/alcohol treatment program in November of 2002 and re-enrolled in school in February of 2003. However, in April she dropped out and had not re-enrolled by the October 2003 enrollment count. June will be reported as a 2002-03 9th grade, white female dropout.
- Adam Jones, a white male 11th grader, leaves school in April of 2003 to obtain a GED and did not re-enroll by the October 2003 count data. Adam will be reported as a 2002-03 11th grade, white male dropout.

The above examples are recorded in Illustration 2 along with their additional disaggregation statuses.

Illustration 2-Record of School Leavers Examples

Student Name	Student ID	Date Last in School	Grade Not Attending	Gender	Race/ Ethnic	Voc. Ed. Concent	IEP (Y/N)	LEP (Y/N)	Free/Reduced (Y/N)	Migrant (Y/N)	Reason for Leaving*	Fall "No Show"	Dropout (Y/N)	Remarks
Smith, Lauri	02-105S	5/25/2002	10	F	Wh		N	N	N	N	13	X	N	Reenr 9/03
Allison, Michael	01-087A	5/25/2002	11	M	Wh		Y	N	Y	N	17	X	Y	
Fable, Alex	03-138F	5/25/2002	9	M	Wh		N	N	N	N	30	X	N	Hm Schl 9/03
~~Fox, June~~	~~03-141F~~	~~11/2/2002~~	~~9~~	~~F~~	~~Wh~~		~~N~~	~~N~~	~~N~~	~~N~~	~~24~~		~~N~~	~~Reenr 2/03~~
Fox, June	03-141F	4/14/2003	9	F	Wh		N	N	N	N	14		Y	
Jones, Adam	03-137A	4/25/2003	11	M	Wh		Y	N	N	N	18		Y	

*Reason for leaving codes are provided on the back of the Record of School Leavers form.

Compiling these leaver records indicates three dropouts:

12th grade — 0 dropouts
11th grade — 2 white male dropouts, *of which:*
2 have IEP and 1 is free/reduced price participation eligible
10th grade — 0 dropouts
9th grade — 1 white female dropout

Reporting Dropout Data to the OPI

After compiling dropout data for the previous school year, it must be reported to the Office of Public Instruction each fall during the Annual Data Collection. This can be done either electronically via the Annual Data Collection software or on the appropriate paper forms provided both on the ADC Web Site http://www.opi.state.mt.us/adc/ and on pages 14-17 of this handbook. Please refer to the *ADC Software User Manual for Electronic Filers* for assistance with electronic data submittal or the section of this handbook titled "*Filling Out the Paper Forms*" for help in completing the paper forms.

V. Using Graduate and Dropout Data

Calculating the Dropout Rate

Dropout rates are calculated by dividing the number of dropouts by the October enrollment total. Calculating disaggregated rates can be helpful to determine if some groups of students are more likely to drop out.

Because the number of students enrolled in rural schools or even in certain disaggregated groups for large districts can be relatively low, small annual changes in data can cause wide variations in annual dropout rates. For example, in a class with 10 students, one dropout would translate to a 10 percent dropout rate. A more realistic indicator of the dropout rate for small schools and disaggregated groups is an average of several years. The table below can be used to help calculating dropout rates.

Grade Level	(A) Dropout Total	(B) Fall Enrollment Total	(A)/(B) Dropout Rate
7			%
8			%
Ungraded 7-8			%
7-8 Total			%
9			%
10			%
11			%
12			%
Ungraded HS			%
HS Total			%

Calculating the Graduation Rate

Graduation rate is the required, additional indicator for public high schools in Adequate Yearly Progress (AYP) determinations. Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate calculated by the method recommended by the National Center for Education Statistics (NCES). As with the dropout rate, small numbers can lead to wide variations in annual graduation rates. The table below can be used to help calculating graduation rates.

	Count
Number of Graduates for year t receiving diploma in four years or less or had IEP	_____
Number of Graduates for year t receiving diploma in more than four years without IEP	_____
Grade 12 Dropouts for year t	_____
Grade 11 Dropouts for year (t-1)	_____
Grade 10 Dropouts for year (t-2)	_____
Grade 9 Dropouts for year (t-3)	_____
Total Graduates Plus Four Years of Dropouts	_____
Graduation Rate= (Number of Graduates for year t receiving diploma in four years or less or had IEP)/(Total Graduates Plus Four Years of Dropouts)	_____ %

VI. Related Reports

Several federal programs require information on students who leave the school system. The information gathered on the Montana Record of School Leavers form will assist with preparing each of the following reports.

Special Education Data Collection

This data collection gathers data on students exiting the special education program for various reasons (no longer eligible for services, moved, reached maximum age, died, dropped out, graduated with a diploma, or received a certificate of completion). The data are collected from school districts in June of each year. For more information on the Special Education Data Collection, please call Pat Reichert at (406) 444-4430.

School Discipline Data Collection

This data collection gathers information for reporting requirements of the Gun-Free Schools Act, Safe and Drug-Free Schools Act, Unsafe School Choice Option of No Child Left Behind, and the Individuals with Disabilities Education Act. Out-of-school suspensions and expulsions of any length are reported under incident categories that include drugs, weapons, violence and other. The data are collected from school districts in June of each year. For more information on the School Discipline Data Collection, please call Pat Reichert at (406) 444-4430.

Carl Perkins Vocational Education Concentrators

The Vocational Education Division of the Office of Public Instruction is currently developing methods of responding to reporting demands that require identification of Vocational Education Concentrators. Keeping a dropout log that indicates which students are Vocational Concentrators will assist with future reporting for Carl Perkins federal grants. For more information on Vocational Education Concentrators, please call Karla Beagles at (406) 444-9019.

VII. Graduate and Dropout Data Forms *(For Paper Filers Only)*

This section has been provided to assist those choosing to submit their graduate and dropout data to the OPI on paper. The following summary table indicates which forms you are required to complete and return to your county superintendent and the Office of Public Instruction with your Annual Data Collection data submission.

Form Name	Who is required to complete?	Page(s)
High School Graduate Count	All accredited high schools serving Grade 12. *(Note: Nonpubic, accredited high schools are still required to provide graduate counts disaggregated by gender and race/ethnicity, but are not required to disaggregate by IEP, limited English proficiency status, free/reduced price participation status, and migrant status)*	Page 14
School Dropout Count for Grades 7-8	All accredited schools serving grades 7 through 8.	Page 15
School Dropout Count for Grades 9-12	All accredited schools serving grades 9 through 12. *(Note: Nonpubic, accredited high schools are still required to provide dropout counts disaggregated by gender and race/ethnicity, but are not required to disaggregate by IEP, limited English proficiency status, free/reduced price participation status, and migrant status)*	Pages 16-17
Record of School Leavers	This form was developed to assist schools in tracking students that have left school, but is **not** collected by the OPI.	Pages 18-19

Filling Out the Paper Forms

Due to No Child Left Behind requirements for public schools, both the high school graduate and dropout paper forms look very different than those from prior years. To ensure the accuracy of your school's graduate and dropout data, please use the following guidelines when filling out the paper forms.

1. All fields in the Graduate Count and Dropout Count column **must** be filled in. If your school did not have graduates or dropouts for a given gender and race/ethnicity category, enter zero.

2. For all gender and race/ethnicity categories with a Graduate/Dropout Count greater than zero, disaggregate the count by free/reduced price participation, special education eligibility, limited English proficiency status, and migrant status. Once again, all fields for these additional disaggregations **must** be filled in, entering zero where applicable. *(**Note:** Nonpublic high schools are not required to provide these additional disaggregations under NCLB and are allowed to leave these fields blank.)*

3. An individual additional disaggregation count can not have a value greater than that of the value entered in the Graduate/Dropout Count column.

Using the compiled dropout records from page 10, Illustration 3 demonstrates how to complete the paper high school dropout form.

Illustration 3-Paper High School Dropout Form Example

9th Grade Dropouts

Gender	Race	Dropout Count	*Disaggregate Dropout Count by:* Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native	0				
Male	Asian American	0				
Male	Hispanic or Latino	0				
Male	Black or African American	0				
Male	Native Hawaiian or Pacific Islander	0				
Male	White, Non-Hispanic	0				
Female	American Indian/ Alaskan Native	0				
Female	Asian American	0				
Female	Hispanic or Latino	0				
Female	Black or African American	0				
Female	Native Hawaiian or Pacific Islander	0				
Female	White, Non-Hispanic	1	0	0	0	0
Total 9th Grade Dropouts		1	0	0	0	0

11th Grade Dropouts

Gender	Race	Dropout Count	*Disaggregate Dropout Count by:* Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native	0				
Male	Asian American	0				
Male	Hispanic or Latino	0				
Male	Black or African American	0				
Male	Native Hawaiian or Pacific Islander	0				
Male	White, Non-Hispanic	2	1	2	0	0
Female	American Indian/ Alaskan Native	0				
Female	Asian American	0				
Female	Hispanic or Latino	0				
Female	Black or African American	0				
Female	Native Hawaiian or Pacific Islander	0				
Female	White, Non-Hispanic	0				
Total 11th Grade Dropouts		0	1	2	0	0

Paper Forms

Paper graduate and dropout forms are provided on the following pages of this handbook. Additional copies can also be downloaded in Adobe PDF format from the ADC Web Site http://www.opi.state.mt.us/adc/.

OPI
Linda McCulloch, Superintendent
Office of Public Instruction
Accreditation Division
PO Box 202501
Helena, MT 59620-2501

High School Graduate Count
2002-2003 School Year

DUE DATES:
To County Superintendent: Tuesday, 10/14/2003
To Office of Public Instruction, Accreditation Division: Tuesday, 10/21/2003

County: _____
District _____ Le: _____
School: _____ Sc: _____

Instructions: The Graduate Data collected by this form is for those students who met your district's graduation requirements in the PREVIOUS school year. The data for those who graduate during the current school year (2003-04) will be collected next year.

Graduate data is collected by school for all high schools serving the 12th grade. Please fill out one form for each accredited school. If the school does not have any graduates to report for a particular disaggregation category, please enter zero in the corresponding field.

The "Standard Number of Years" for graduate data is defined as graduation in four years or less from the time an individual enrolled in the 9th grade or with an Individualized Education Program (IEP) allowing for more than four years to graduate. The Montana Graduate and Dropout Data Collection Handbook contains additional information on how to complete this form.

Graduated from High School in the Standard Number of Years

Gender	Race	Graduate Count	*Disaggregate Graduate Count by:*			
			Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native					
Male	Asian American					
Male	Hispanic or Latino					
Male	Black or African American					
Male	Native Hawaiian or Pacific Islander					
Male	White, Non-Hispanic					
Female	American Indian/ Alaskan Native					
Female	Asian American					
Female	Hispanic or Latino					
Female	Black or African American					
Female	Native Hawaiian or Pacific Islander					
Female	White, Non-Hispanic					
Total Graduated in Standard Number of Years						

Graduated from High School in More than the Standard Number of Years

Gender	Race	Graduate Count	*Disaggregate Graduate Count by:*			
			Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native					
Male	Asian American					
Male	Hispanic or Latino					
Male	Black or African American					
Male	Native Hawaiian or Pacific Islander					
Male	White, Non-Hispanic					
Female	American Indian/ Alaskan Native					
Female	Asian American					
Female	Hispanic or Latino					
Female	Black or African American					
Female	Native Hawaiian or Pacific Islander					
Female	White, Non-Hispanic					
Total Graduated in More than Standard Number of Years						

PERSON COMPLETING THIS FORM

Signature	Title	Phone	Date

Linda McCulloch, Superintendent
Office of Public Instruction
Accreditation Division
PO Box 202501
Helena, MT 59620-2501

School Dropout Count for Grades 7-8
2002-2003 School Year

County: _____
District _____ Le: _____
School: _____ Sc: _____

DUE DATES:

To County Superintendent: Tuesday, 10/14/2003
To Office of Public Instruction, Accreditation Division: Tuesday, 10/21/2003

Instructions: The Dropout Data collected by this form is for those students who dropped out from grades 7 through 8 in the PREVIOUS school year. The data for those who leave during the current school year (2003-04) will be collected next year.

The Montana Graduate and Dropout Data Collection Handbook contains information on how to complete this form.

Dropout data is collected by school. Please fill out one form for each accredited school. Transfer data from the School Leavers Worksheet to this form. If the school does not have any dropout to report, enter zero in the total field.

Grade Level Dropout Count as of 1st Monday in October	Dropouts: Racial/Ethnic Origin (By Gender)												Total Dropouts
	American Indian/ Alaskan Native		Asian American		Hispanic or Latino		Black or African American		Native Hawaiian or Pacific Islander		White, Non-Hispanic		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Grade 7													
Grade 8													
Ungraded 7-8													
Total 7-8 Dropouts													

PERSON COMPLETING THIS FORM

Signature	Title	Phone	Date

OPI
Linda McCulloch, Superintendent
Office of Public Instruction
Accreditation Division
PO Box 202501
Helena, MT 59620-2501

School Dropout Count for Grades 9-12
2002-2003 School Year

DUE DATES:
To County Superintendent: Tuesday, 10/14/2003
To Office of Public Instruction, Accreditation Division: Tuesday, 10/21/2003

County: _____
District _____ Le: _____
School: _____ Sc: _____

Instructions: The Dropout Data collected by this form is for those students who dropped out from grades 9 through 12 in the PREVIOUS school year. The data for those who leave during the current school year (2003-04) will be collected next year.

The Montana Graduate and Dropout Data Collection Handbook contains information on how to complete this form.

Dropout data is collected by school. Please fill out one form for each accredited school. Transfer data from the School Leavers Worksheet to this form. If the school does not have any dropout to report, enter zero in the total field.

9th Grade Dropouts

Gender	Race	Dropout Count	*Disaggregate Dropout Count by:*			
			Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native					
Male	Asian American					
Male	Hispanic or Latino					
Male	Black or African American					
Male	Native Hawaiian or Pacific Islander					
Male	White, Non-Hispanic					
Female	American Indian/ Alaskan Native					
Female	Asian American					
Female	Hispanic or Latino					
Female	Black or African American					
Female	Native Hawaiian or Pacific Islander					
Female	White, Non-Hispanic					
Total 9th Grade Dropouts						

10th Grade Dropouts

Gender	Race	Dropout Count	*Disaggregate Dropout Count by:*			
			Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native					
Male	Asian American					
Male	Hispanic or Latino					
Male	Black or African American					
Male	Native Hawaiian or Pacific Islander					
Male	White, Non-Hispanic					
Female	American Indian/ Alaskan Native					
Female	Asian American					
Female	Hispanic or Latino					
Female	Black or African American					
Female	Native Hawaiian or Pacific Islander					
Female	White, Non-Hispanic					
Total 10th Grade Dropouts						

OPI Annual Data Collection
Dropout Count for Grades 9-12 for the 2002-03 School Year

County: _____
District: _____ Le: _____
School: _____ Sc: _____

11th Grade Dropouts

Gender	Race	Dropout Count	*Disaggregate Dropout Count by:*			
			Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native					
Male	Asian American					
Male	Hispanic or Latino					
Male	Black or African American					
Male	Native Hawaiian or Pacific Islander					
Male	White, Non-Hispanic					
Female	American Indian/ Alaskan Native					
Female	Asian American					
Female	Hispanic or Latino					
Female	Black or African American					
Female	Native Hawaiian or Pacific Islander					
Female	White, Non-Hispanic					
Total 11th Grade Dropouts						

12th Grade Dropouts

Gender	Race	Dropout Count	*Disaggregate Dropout Count by:*			
			Free/ Reduced Participation	Special Education	Limited English Proficient	Migrant
Male	American Indian/ Alaskan Native					
Male	Asian American					
Male	Hispanic or Latino					
Male	Black or African American					
Male	Native Hawaiian or Pacific Islander					
Male	White, Non-Hispanic					
Female	American Indian/ Alaskan Native					
Female	Asian American					
Female	Hispanic or Latino					
Female	Black or African American					
Female	Native Hawaiian or Pacific Islander					
Female	White, Non-Hispanic					
Total 12th Grade Dropouts						

Ungraded High School Dropouts

Gender	Race	Dropout Count
Male	American Indian/ Alaskan Native	
Male	Asian American	
Male	Hispanic or Latino	
Male	Black or African American	
Male	Native Hawaiian or Pacific Islander	
Male	White, Non-Hispanic	
Female	American Indian/ Alaskan Native	
Female	Asian American	
Female	Hispanic or Latino	
Female	Black or African American	
Female	Native Hawaiian or Pacific Islander	
Female	White, Non-Hispanic	
Total Ungraded High School Dropouts		

PERSON COMPLETING THIS FORM

Signature	Title	Phone	Date

School Name: _____

School Year: _____

RECORD OF SCHOOL LEAVERS- MONTANA

Student Name	Student ID	Date Last in School	Grade Not Attending	Gender	Race/ Ethnic	Voc. Ed. Concent**	IEP (Y/N)	LEP (Y/N)	Free/Reduced (Y/N)	Migrant (Y/N)	Reason for Leaving*	Fall "No Show"	Dropout (Y/N)	Remarks

* Codes on back.

** See definitions on page 6 and discussion on page 12.

Reasons for Leaving

A. Dropout

01—Academic difficulty—The student left school because of academic difficulty.
02—Attendance difficulty—The student left school because of noncompliance with attendance and credit policy.
03—Economic reasons—The student left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.
04—Employment—The student left school to seek or accept employment, including employment required to support parents or other dependents.
05—Expelled—The student was required to leave school by action of the board of trustees, and will not be allowed to return, or did not return after the expulsion period ended. Any relevant information obtained during resulting hearings or proceedings should be incorporated in the student record.
06—Illness—The student left school because of illness.
07—Job Corps or similar program—The student left school to join the Job Corps or a similar program.
08—Language difficulty—The student left school because he or she was experiencing difficulty with language.
09—Marriage—The student left school because of marriage.
10—Military—The student left school to join the military.
11—Need at home—The student left school to help with work at home, including work on the family farm.
12—Over compulsory age—The student left school because he or she was over the age that a student is legally required to attend school (the latter of age 16 or 8th grade completion).
13—Pregnancy—The student left school because of pregnancy.
14—Poor personal relationships—The student left school because of poor personal relationships.
15—Reached maximum age—The student left school because he or she reached the maximum age allowed by the district and was no longer eligible for instruction.
16—Other known reason—The student left school or was required to leave for some known reason other than those listed above. Any such reason should be specified.
17—Unknown Reason—The student left school for a reason which is not known.
18—GED—The student left school to obtain a GED (General Educational Development).
19—Suspended—The student was required to leave school by authority of a teacher, superintendent, or principal, and did not return after the suspension period ended.

B. Other Reasons, Not a Dropout

20—Alternative education—The student is in an alternative education setting (e.g., off-campus extension, hospital/homebound instruction, special education residential, correctional institution evaluation).
21—Articulated—The student completed the education program of this school (if an elementary school) and moved to a higher-level program at another school.
22—Death—The student died and will be removed from the rolls.
23—Graduated—The student completed the required high school program and received a diploma.
24—Long-term illness—The student is receiving treatment or recovering from a severe physical or emotional illness or drug/alcohol abuse and the district has validated the need for long-term absence.
25—Expelled with option to return—The student was expelled, but has option to return and that period is not yet over.
26—Expelled with option to return—long-term out-of-school (more than 10 days)—The student was expelled, but has the option to return, and that period is not yet over.
27—Expulsion for Handgun—Gun-Free Schools Act—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing a handgun on school property.
28—Expulsion for Rifle/Shotgun—Gun-Free Schools Act—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing a rifle or shotgun on school property.
29—Expulsion for Explosive Device—Gun-Free Schools Act—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing an explosive device on school property.
30—Transfer, Home School—The school has been notified by a parent that the student is enrolled in a home school that is on record with the county superintendent.
31—Transfer, Public or Private School—A transcript request for record has been received from a public or private school or from a high school program that is part of a Job Corps or similar program with a high school education program (not GED).
32—Certificate of Completion—The student has exited an educational program through receipt of a certificate of completion, fulfillment of an IEP or similar mechanism.
33—Suspended with option to return—The student was suspended, but has option to return and that period is not yet over.
34—Suspended with option to return—long-term out-of-school (more than 10 days)—The student was suspended, but has the option to return, and that period is not yet over.
35—Expulsion for Other Dangerous Weapons—The student was expelled for possessing on school property a weapon or device capable of causing death or serious injury [18 USC 930(g)21].

Notes

Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
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